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ANALYSES OF STORIES DICTATED IN CLASSES OF THE COOPERATIVE PROJECT.

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STORIES DICTATED BY STUDENTS FROM GRADES 1 AND 2 OF SCHOOLS IN A POVERTY AREA OF TUCSON, ARIZONA WERE TRANSCRIBED BY CLASSROOM TEACHERS AND ARE REPRODUCED WITH ACCOMPANYING SEMANTIC ANALYSES. ANALYZED FOR BASIC PREDICATION FORMS AND MAJOR FORM-CLASS CONCEPTS WHICH ARE CONTAINED IN THEM, THE STORIES ARE PRESENTED TO SHOW (1) DIFFERENCES IN THE DEGREE OF LANGUAGE CONTROL DEMONSTRATED AMONG INDIVIDUAL CHILDREN, (2) VARYING SKILLS IN LABELING, (3) INDIVIDUAL DIFFERENCES IN THE ABILITY TO ORGANIZE AN EXPERIENCE INTELLECTUALLY AND TO MAKE VERBAL ASSOCIATION WITH OTHER SIMILAR EXPERIENCES, (4) RANGE IN LANGUAGE CONTROL DENOTING INTELLECTUAL ORGANIZATION, (5) GROWTH FROM CONCRETE TO ABSTRACT EXPRESSION, AND (6) INDICATION OF DEGREE OF INDIVIDUAL AFFECTIVE INVOLVEMENT. THE EIGHT GROUPS OF STORIES WHICH ARE PRESENTED ARE SELECTED FROM AUTUMN AND SPRING STORIES DICTATED BY STUDENTS FROM FIRST AND SECOND GRADE CLASSROOMS OF SCHOOLS IN (1) A LESS PRIVILEGED NEIGHBORHOOD OF A GENERAL POVERTY AREA AND (2) A RELATIVELY MORE PRIVILEGED NEIGHBORHOOD OF A GENERAL POVERTY AREA. SUMMARY COMMENTS BASED ON THE INDIVIDUAL ANALYSES ARE PRESENTED AT THE CONCLUSION OF EACH GROUP OF STORIES. (JS)

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University of Arizona and Tucson District No. I

1965 - 1968

PS000812

Co-Directors:
Marie M. Hughes
Jewell C. Taylor

Administrators:
F. Robert Paulsen
Robert D. Morrow
Frederica Wilder

September 1967

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ANALYSES OF STORIES DICTATED IN CLASSES OF THE COOPERATIVE PROJECT

Teachers and Children
of Classrooms A, B, C, and D
August 10, 1967

Marie M. Hughes
Arline B. Hobson
Mary Cawley

This bulletin presents an analysis of eight teacher-child made books prepared as a part of the language-reading program of the University of Arizona and Tucson District No. 1 Cooperative Project, 1965 - 1968. These stories were voluntarily dictated by the children to the teacher in a one-to-one relationship. Since we do not have exact data for these books, we may assume the usual procedure was in operation; namely, the teacher made herself available to the child on his invitation or the teacher encouraged the child to dictate by asking him to tell her about his picture, his reaction, what he saw, and so forth.

Although an expectancy of dictating and reading is built up in each class, no real coercion is used to make the children dictate. The children are reinforced by seeing what they said typed, by the reading of their story and by the verbal approval given by the teacher.

To secure these materials, each teacher was asked to turn in to the Early Childhood Education Laboratory (Project Office) five of the books prepared in early autumn and five prepared in April and May. The books chosen for analyses represent classes from three schools--one school with both a first and second grade represented in probably the most privileged in our group and two schools are among the least privileged. The reproduced stories do not include all the material in any one book, but were chosen to illustrate the range of language control and intellectual organization representative of the classroom group.

The stimulus for the stories is unique for each classroom, the common denominator being a specific experience in which the children appeared involved.

The analyses that follow are for illustrative purposes only. We do not pretend that any commentary for any story is exhaustive analytically. Neither is a standard pattern used for the analysis of each story. Many of the stories are analyzed using John Carroll's list of basic predication forms and his chart of the major form-class concepts. His schemata are presented on pages 3 and 5. For other analyses the focus is more on the child's meaning with its affective content.

These stories, each accompanied by an individual analysis, are presented to show:

1. The great difference in the degree of language control demonstrated among individual children; the wide range in both language control and intellectual organization. (It should be noted that we infer intellectual development from the linguistic expression.)

   Individual differences are discernible within a class. Changes in language control from fall to spring can be observed for each of Classes A, B, C, and D. The language control of Class A (Grade 1) and Class C (Grade 2) of schools in less privileged environments can be contrasted against the language control of Class B (Grade 1) and Class D (Grade 2) from schools in more privileged environments.

2. The varying skills in labeling. To affix the appropriate name is beginning labeling. With increased labeling control there is discrimination between classes and subclasses; there is the use of modifiers, too, in order to be more descriptive and specific, and there is less pronoun confusion.

   The progression in language growth from mere enumeration of labels to labeling that discriminates characteristics, qualities, differences, and categories may be noted.

3. Individual differences in the ability to organize an experience intellectually and to make verbal association with other similar experiences.

4. The range in language control denoting intellectual organization such as sequencing, discriminating, categorizing, recalling, speculating, choosing, and planning.

5. The growth from the more restricted language coding of immediate experiences and concrete objects to abstractions permitting expression of thought about the remote, both spatial and temporal.

6. Some indication of the meaning to the child of the experience he talks about with his own concept and affective response.

TYPES OF ENGLISH EXPRESSIONS

I. Nonsentential expressions.

A. Greetings, etc., Hi, How-do-you-do, Goodbye, So long, "over".
B. Calls and other attention getters (some of which can be inserted in sentences): Hey! John! Well... /oh/.
C. Nonsentential exclamations: Oh! Ouch! Golly! Damnation!
D. Nonsentential responses to another speaker: Yes, no, O.K., m-um, Thanks, "Roger".

II. Sentence-types.

A. Existence-assertions: The basic pattern is There + a verb phrase, the verb phrase including some form of the verb to be or occasionally one of a small number of intransitive verbs (come, occur, live), plus a nominal. Example: There is a problem here.
B. Predications: The basic pattern is: Subject + Predicate, where Subject--Nominal; Predicate--one of the following constructions (all verb phrases):
   1. Linking verb + Nominal: "is his sister", "was Tuesday".
   2. Linking verb + Adjectival: "is sick", "was dedicated to truth".
   3. Linking verb + Adverbial: "is home", "is in Paris".
   4. Intransitive verb: "rains", "is swimming", "occurred", "exists".
   5. Transitive verb + Object (s): "killed a rabbit", "received a letter", "gave him money", "elected him president".

Scholars of language differ in their opinions as to what would be the basic types of English expressions. Carroll's enumeration was selected by these authors because of his cognizance of the communication importance of the nonsentential expressions, the importance he attaches to the basic quality of the "There + verb phrase" pattern, and because the basic predication types are easily understood by the teacher with the usual background of the standard school grammar.

The authors referred particularly to the predication types in order to study the varities of language control demonstrated in the children's stories. These types are basic to the variations of language patterns whereby one can acquire and exercise greater language control.

Schemata abstracted from John Carroll, Language and Thought, Englewood Cliffs, N. J.: Prentice-Hall, 1964, p. 24.

These variations of a limited list of "kernel sentences" are known as transformations. Grammarians today offer identification of kernels and state the rules that account for every possible English sentence derived from these kernels.

The transformational rules fall into four major types:

1. Addition or expansion
   For example: "I saw the sick boy" has two additions to the basic predication type 5:
   (1) Past tense
   (2) The adjective "sick" which carries the meaning of another statement "The boy is sick."

2. Deletion or reduction
   For example, the child may reply to a question asking if he had ever been to this location before, "Yes, I was", meaning "Yes, I was there".

3. Transposition
   For example, a question "Are you ready?" is derived by permutation from the basic predication type 2, "You are ready".
   Sentence inversion is another example. One can say, "Those dogs I like", rather than, "I like those dogs".

4. Negation
   An existence-assertion can be negated by saying, "There isn't anyone here", instead of "There is someone here". Each of the basic predication types may be similarly negated.

It takes only a little reflection to perceive that a combination of such transformational processes often accounts for some of our most complex forms. For example, the participle "curled" in the sentence "I saw the snake curled in the corner" is an addition to the sentence "I saw the snake", (basic predication type 5) but a deletion in that it makes one sentence possible instead of using a second sentence "It was curled in the corner".

Also, John Carroll's chart (p. 92) for relating of linguistic forms to conceptual areas was used as another frame of reference for analysis.

TABLE 4

Major Form-Class Concepts

Class	Linguistic Manifestation*	Approximate Conceptual Meaning- The Class of Experiences That Includes:
Nominals	Nouns, pronouns, noun phrases	Objects, persons, ideas, and relations whose location or distribution in space, actually or metaphorically, can be specified.
Adjectivals	Adjectives, adjective phrases	Qualities or attributes perceived as applying to nominals, either on an all-or-none basis (presence-absence) or in terms of degree.
Verbals	Verbs, verb phrases	Events, relationships, or states whose location or distribution in a time dimension can be specified.
Adverbials	Adverbs, adverb phrases	Qualities or attributes perceived as applying to adjectivals and verbals, either on an all-or-none basis or in terms of degree.
Prepositionals	Prepositions, prepositional phrases	Relations of spatial, temporal, or logical position relative to nominals.
Conjunctives	Conjunctions	Logical relations occurring whenever any two or more members of any class (or construction) are considered together.

*In each case it is to be understood that derivations from other form classes are to be included.

CLASS A -- GRADE ONE

Class A is in a school in a less privileged neighborhood.

AUTUMN STORIES:

The children have visited Randolph Park and have illustrated in pictures what they saw there. Their stories are an explanation of their pictures. One would expect such a situation to evoke retrieval of experience and use of labels, both in terms of names and in terms of description.

Curtis' discussion of his picture is limited to mere labeling. However, the labels indicate an ability to name two forms of animal life not commonly discussed in Tucson child groups.

A swan and a walking stick.
(Curtis)

* * * * * * * * * * * * * * *

Angi limits her discussion to simple labels except for the use of a prepositional phrase to explain Joann's whereabouts.

Popcorn in bag and a turtle and me and Debra. Lillian and Joann in the swings. And the slide.
(Angi)

* * * * * * * * * * * * * * *

Sentence use in the form of predication type 1 appears in John's discussion although in telegraphic form with some missing functors. John's sentences are used primarily to itemize labels.

This is the cage (1) where horse are and the cows. This is hill (1) us on a hill and a plane and a duck.
(John)

* * * * * * * * * * * * * * *

Joann is either confused about what a trip is or she lacks control of prepositions. Her first two sentences are good, the first sentence being an example of basic predication type 4 and sentence two being an example of an existence-assertion (E-A). The last sentence is in the telegraphic form of infancy. Joann's growth in language control is still not stabilized for she uses an expanded form one time and a telegraphic form another time.

4
People are riding to the trip on a bus.
(E-A)
There's a swing. People playing.
(Joann)

* * * * * * * * * * * *

Luis uses two predication types competently. However, the sentences do not serve adequately to show whatever relationship exists in Luis' mind. Perhaps he lacks the language coding for the relating of the items.

A farm, a bus and a elephant and a
3
chicken. The bus is in the farm. The
5
bus have a horse and a truck and airplane.
(Luis)

* * * * * * * * * * * *

Jimmy's well-arranged question is one of the very few questions used by this group. He also used predication type 5 three times in the second sentence.

Do you know what the elephants was doing?
5 5
Elephant got paper in mouth and took it
5
and tore it.
(Jimmy)

* * * * * * * * * * * *

SPRING STORIES:

These stories developed from discussion about where the children might like to live. Each story was explanatory of a picture by an individual child depicting his idea of where he would like to live. Such discussion could be expected to evoke tentative thinking, retrieval of previous experiences to facilitate associations, and the weighing of alternatives. Classification of dwellings supported by discrimination between kinds of dwellings might, also, be expected of the child. To discuss where one wants to live is an invitation to express affective involvement.

Patrick uses a number of sentences, all relevant to his desire to live in a tree house. Two of five possible predications are used. In addition, he uses modals to express tentativeness, an adverbial clause of purpose, and a negation. All of this elaborated language is about something remote and not directly visible.

I want to live in a tree house 'cause I could go up the stairs. And I could slide down the limbs. And no lion could eat me. I could slide down the rope.

(Patrick)

* * * * * * * * * * * *

Leroy uses only a partial sentence. Nevertheless, he is discriminating and describing a house in some detail, using the noun adjunct "brick" and the adverbial clause "cause wind can't come through."

Live in a brick house 'cause wind can't come through.

(Leroy)

* * * * * * * * * * * *

John's mind is busy with the remote and with reasons. Nevertheless, some persistence of telegraphic forms suggest a need for corrective feedback and expansion in interaction situations at another time.

* * *

I want to live in a snow house 'cause I like to play in snow and so I can little toys in snow.

(John)

* * * * *

* * *

Willie's language effectively conveys affect. He lives in a trailer house and he obviously likes it. He wants to stay there. With vocabulary growth Willie will learn to differentiate between living in a house and belonging to it. Two sentences of existence-assertion simply itemize unrelated labels. The final label, "the sun," is not used in a predication pattern.

* * *

I want to live in trailer house 'cause I like it and I belong to one. (E-A) There's my Momma. (E-A) There's a girl and flowers. The sun.

(Willie)

* * * * *

* * *

Simple labeling persists in Irma's story. The word "good" is without discriminating meaning, but it does carry positive affect. Irma uses only one predication type (2) in the sentence "'s good."

* * *

A trailer. Because it's good. (2) And a girl. And a grass and some water.

(Irma)

* * * * *

* * *

Curtis uses adverbial clauses of purpose, awkwardly, to be sure. This is an effort to express relatedness. There is a fine semantic sense in his use of "mountains" and "down town" to illustrate the range of terrains the car can cover. In fact, the modal "can" indicates that Curtis is making other fine semantic differentiations.

* * *

I want to live in a trailer 'cause it has stairs. 'Cause it has wheels on and the car can take us in the mountains or down town. It got a lot of windows.

(Curtis)

* * * * *

* * *

I want to live in a tent 'cause Indians live there. It's made out of spread.
(Wonder)

Wonder apparently retrieved an experience of playing in a tent made by draping a bedspread over some kind of support. She had obviously associated her play dwelling with her knowledge of the Indians. Wonder's language control includes an infinitive (noun) and an adverbial clause of purpose. Her second sentence with a passive verb is a more elaborate transformed sentence pattern.

* * * * * * * * * * * *

I want to live in a snow house so I could make a snowman and a snow mountain. I could go in when it's cold. Then I could go hunting.
(Mike)

The tentative form of "could" indicates not only considerable language control but a mode of thought permitting Mike's mind to anticipate possibilities and to consider that these possibilities are not immediately available to him.

* * * * * * * * * * * *

I want to live in apartment because it has a swimming pool. And because it has a apple tree. Because it has blue clouds around it.
(Debra)

It appears that Debra had a meaningful experience, leaving her with a desire to live in an apartment. However, the class of apartment is confused in her mind with a single experience at one particular apartment.

* * * * * * * * * * * *

Comment about Class A

- The children of this class from a school in one of Tucson's least privileged environments entered school with limited language control. Although the existence-assertion, four predication types, and one question appear in these selected autumn stories, telegraphic speech persists.

- A situation can limit linguistic forms of expression even as it may demand specific forms. The autumn stories about a trip to Randolph Park resulted, primarily, in an itemization of labels. This labeling was limited largely to the common noun without any description. Also, although the trip was in the past, the children told about their pictures in the present tense.

- The autumn stories show a great range of ability to control language from Curtis (page 6) who only labels, to Jimmy (page 7) who asks a question and who, also, uses a complete sentence with a compound predicate.

- The spring stories are based on a discussion conducive to tentativeness of thought and to expression of affect. Both are freely expressed.

- More language control of basic sentence types appears in the spring stories than in the autumn stories.

- There are many clauses of purpose in the spring stories.

- More discriminating labeling is used in the spring stories with descriptive adjectives used both in the pre-noun and in the post-linking verb positions and some noun adjuncts like "snow" in "snow house."

- The spring stories use a number of infinitives.

- Again, the diversity of abilities to control language can be noted in the spring stories from Irma (page 9) who persists in some simple labeling to Patrick (page 8) who uses more variety of structure to speculate about possibilities and to offer reasons for his choice.

- Telegraphic forms are reduced in frequency in the spring stories, but they persist, nevertheless. The children can be expected to become aware of missing functors in further situations where the teacher models and provides corrective feedback. Their speech should then begin to be in more complete form.

- More involvement and increased sensory awareness should evoke more specificity of labeling with descriptive language used to identify an object, its parts, and its characteristics in more detail.

- Increased language control will be reflected in more use of all the five predication types and variations of these types like the question and passive verb used by two students.

- With increased fluency the children will need to tell longer stories and to use language indicating relationships and sequencing.

- The children told about their trip to Randolph Park in the present tense although the experience was in the past. This indicates a lack of tense control.

CLASS B -- GRADE ONE

Class B is in a school in a relatively more privileged neighborhood in Tucson's general poverty area.

AUTUMN STORIES:

This book of stories was titled I Do This On Rainy Days. Each child's story was personally illustrated. This kind of story could be expected to force recall, not of one experience, necessarily, but of a number of experiences. Adverbial clauses of time could be expected. One would expect the use of action verbs, both transitive and intransitive. Opportunities exist for use of description of weather and change in weather.

Three of five possible predications are used by Celina. She can also handle a number of transformations such as:

1. Tense (past)
2. Infinitive
   a. as a noun - "to get"
      "to cry"
      "to play"
   b. as an adverb - "to go see"
3. As time goes on, and as the teacher models more varieties of language forms, Celina should acquire more specific expressions of sequence than the word "then" and she should acquire more language control whereby she can express relationships.

The children were outside and they like to play in the rain. Then they went up the tree and then the mother told them to get off the tree. Then the baby got some lightning on her feet and the mother take the baby to the doctor. The children went to go see the baby and then the baby died. Then everybody started to cry for the baby.
(Celina)

* * * * * * * * *

Emma's use of the adverbial clause and the participial phrase contributes to her organization of statement of experience. She is confused about the idiomatic verb "have on." In an interacting situation the teacher could model such a sentence as "Emma is playing outside with her bathing suit on," or, "Emma put on her bathing suit to play outside in the rain."

It is cloudy when it's raining. I'm on with the bathing suit playing outside in the rain.

(Emma)

* * * * * * * * * * * *

Winston uses three of five possible predications here. The tense error, "throwed" probably reveals over-generalization of the child about tense which indicates the child's effort to order the language he hears and tries to use. Also, Winston uses the participle "doing."

It 4 was snowing and then lots of children 2 were happy. They 5 are making snowman. And then somebody 5 throwed a snowball in friend's face. I 4 stayed in the house doing some homework.

(Winston)

* * * * * * * * * * * *

Three of five possible predications are involved in this story. Carlos indicates real tense awareness which accounts for "flied," an error in usage. However, some degree of tense refinement accounts for his saying, "it had stopped raining." The only adjective is used in comparative form. "Then" and "and then" are used to indicate succession of events, but as time goes on, Carlos will be able to use such forms as "during," "while," "after," "later," etc.

It was raining outside and my brother went outside and then I bring him inside. The clouds were getting blacker. I went outside on the porch and I was seeing the rain. Then the lightning broke the light. My father got his flashlight. Then we went to bed. In the morning it had stopped raining and me and my brother flied my kite.

(Carlos)

* * * * * * * * * * * *

Ronald's language control is rather dense with transformations (see page 4 for explanation). He used adverbial clauses of both time and purpose. The modal "had to" is used. Infinitives are used. Sentence 1 uses "and" and "but" discriminatingly. No adjectives are used.

I wanted to water the trees but it started raining and I had to run to my tent. I had to put my coat on and then I went to the window and opened it in my house. Then I put my coat away and stayed inside until my mother came home. And when it stopped raining I went outside to ride my bike. I put on my cut-offs so I could ride outside in the street.

(Ronald)

* * * * * * * * * * * *

Each sentence relates sensibly to the preceding sentence, and Rudy expresses organized relevant ideas. Rudy displays good tense control, using an adverbial clause in sentence 1 to indicate that "play" is a present-of-custom tense. Later, Rudy shifts to an actual present tense and we know he speaks of the moment rather than about the usual, but Rudy does not have sufficient adverbial control to clarify this tense shift. Rudy's reference to Tommy's playing <u>too</u> much in the rain is the only use of an intensifier in this group of stories.

When it's raining I play outside. I play with my boat. Then I put it in the water and it goes real fast. Then I call my friend to play with me.[1] This <u>is Tommy</u>, he is sick. He's been playing in the rain too much.

(Rudy)

* * * * * * * * * *

Maria Carmen's story of playing in the rain with her siblings is vividly expressed and conveys her sense of involvement. Her use of a parenthetical expression to note that her brother has learned how to open the door indicates a quality of awareness on Maria's part and an ability to experience and articulate a situation with multiple relationships. More serious than the awkwardness of unnecessary pronouns is the confusion of gender because this indicates a delay in categorizing people and/or pronouns accurately. Maria is still using a quasi telegraphic form with some functors still omitted such as "s" for third person singular verb and the auxiliary verb "was." Maria uses the adjectives "big" and "little" before the noun.

My brother went outside with my baby it was raining. And then my little brother her opened her mouth to drink some water from the rain. I was playing in the rain. And then my big brother he standing in the dirt and he fell down. And then my little brother opened the door he know how to open the door. My little baby went outside in the rain.

(Maria Carmen)

* * * * * * * * * *

Three predication forms plus the "there was" existence-assertion are used by Michael. The two adjectives used preceding nouns are the polar apposites "big" and "little." Infinitives and participial phrases indicate considerable language control. However, Michael is confused about causality in his relating of wet hair to pink eye.

4
I play outside in the rain at my friend's
4
house and they play outside too in the
3
rain. And once I was at Menlo Park and
4 4 (E-A)
when we came home it was raining. There
(E-A)
was a big swimming pool there, and there
5
was a little one too. First we've got
5
to wet our hair so that don't have pinkeye.
(E-A)
There was a lot of kids jumping in the
(E-A)
swimming pool, and there was some big kids
jumping in the swimming pool. The children
4 5
in the swimming pool go home when it starts
to rain.

(Michael)

* * * * * * * * * * * *

SPRING STORIES:

In May the class visited the new house of a classmate, Cecilia. Such an experience should stimulate curiosity and awaken sensory perception. One would expect the stories to include much labeling of the parts of the house, much descriptive language, and statements of affect.

Annette is still limited to "and then" and "then" to express sequence.

We was walking out of the room to go to Cecilia's house and then we went in the car and then we turned. Then we went inside the house to see it. Then they said, "Let's go in the back yard and play."

(Annette)

* * * * * * * * * * * *

However, in contrast to Annette's restriction to "and then" and "then," Vonita is able to use "while" to indicate simultaneous occurrence.

Cecilia went and looked in the garden. And then she went in the garage, and while she was in the garage by herself, everyone was in the house. And then her mother said, "Let's go to the park."

(Vonita)

* * * * * * * * * * * *

Joe shows his language control by his ability to transpose the adverb "outside" from the post-verbal position. He uses one of the few adjectives used by these children in talking about a "grassy" park. However, he is still omitting a preposition occasionally.

When we got in the house it had boards in it. Then I saw the chimney. Outside was a garage. And there was a pile of sand. Then we played a grassy park and then was a bee hive in the tree.
(Joe)

* * * * * * * * * * * *

Rudy had used adverbial clauses (page 16) and infinitives in the fall. Here he adds the noun clause and indicates an involvement in saying, "I liked."

When we got to the house we looked to see how it was built. I liked the chimney, the bedrooms, and the rest rooms, and the kitchen.
(Rudy)

* * * * * * * * * * * *

Albert was impressed by the fact that Cecilia's father could do so much. Either the chimney or the stove impressed him, but he is unclear about the relationship of a chimney to cooking.

Her father he fixed the house all by himself. And then we went to see their house. And then the chimney is to cook the fire. Her father put the big window.
(Albert)

* * * * * * * * * * * *

Comments about Class B

- The children in this class entered school with considerable language control as indicated by fluency and variety of language expressions.

- All five predication types and the basic existence-assertion appeared in the autumn stories as did a number of transformations of these basic types.

- Both the past tense and the present-of-custom tense (with appropriate adverbial forms) are in frequent use in the autumn stories.

- Adverbials of time, place, and purpose in the form of adverb, phrase, clause, and infinitive are used.

- Class B children could tell a story in the fall with clear sequencing and with some affective involvement.

- "Big" and "little" were the only adjectives used in the pre-noun position, but descriptive adjectives were used following the linking verb.

- The spring stories did not show the increased skill in specificity of labeling (either nominal or adjectival) as might have been anticipated.

- The spring stories show no increase in the use of the pre-noun adjective. However, changing grass to "grassy" (in a pre-noun position) indicates some language control.

- There were fewer adverbial clauses used in the spring than in the autumn, but the need for such clauses may not have been so great in the spring story situation.

- The affective language was less frequent in the spring stories than in the autumn. For some reason the children seemed less involved in their stories in the spring.

- The spring stories revealed real awareness on the part of the students, of the order of sequencing.

- Awareness of order in sequencing was evident in both the autumn and the spring. Terms to express this order have not yet come under the control of the students. Such order will be more precisely coded when the children master the use of such ideas as "first," "later," "afterwards," "during," "and," "while," etc.

- Language control will be increased and concepts will be extended if the children become more aware of a place or thing, all its attributes, its characteristics, and its exact label. Adjectival forms and more specific labels would be the indices of such improved control.

CLASS C -- GRADE TWO

Class C is in a school in one of the least privileged neighborhoods in Tucson's poverty area.

AUTUMN STORIES:

These stories, illustrated by the students, tell about a trip to the train station. One might expect these children to retrieve this experience using the past tense and appropriate adverbials. Labeling, both nominal and adjectival, of the kinds of trains, their parts, materials in their construction, and their characteristics might be expected. Speculation about how a train could be used, necessitating linguistic forms of tentativeness, might play a part in the story telling.

Patsy's sentences carry meaning effectively enough in this situation, but functors are missing and continued omission would prove to be crippling for language and thought growth. We can observe that what a child views as important in a trip may not conform to adult purposes.

4
We're going in the bus and there a house with some people in it. And a orange
4
fell on the grass and the sun is shining. There a lot of orange in the tree. And
4
the train is passing on the track. That all.

(Patsy)

* * * * * * * * * * * *

Fernando's story is not even relevant to the discussion. Fernando's use of "this" and "it"lacks antecedents and therefore lacks specificity. Even "the boat" could be more specifically stated as "the guns on the boat."

3
This was in the Army. It fell down. Here comes the airplanes. The boat is shooting at the airplane.

(Fernando)

* * * * * * * * * * * *

Frank's fluent story carries a real sense of excitement and an awareness of a series of events occurring in rapid order. Obviously, a recently exciting experience of Frank's was interjected with all its irrelevance, into a story-telling situation with some constraints which he did not comprehend. Not only is Frank's story totally irrelevant, but so is "they" used without a clear antecedent. The order of events is confused. The modal "must" carries a semantic refinement. Adverbial clauses of time and of purpose are used.

It was raining real hard the lightning sparked and then the electric went off in the house and the power went off and then they said we must burn a candle[5] fast then they burned a fire then they when they burned the fire they said we must go to town without a car. They said we'll go to the police station. They said we must go home because it too far we'll go home and get the car. That's all.

(Frank)

* * * * * * * * * * * *

Patsy's story is outside the constraint of the situation. Patsy persists with itemized labeling even though she demonstrates the ability to use a complex sentence and an ability to anticipate the future.

An apple tree and an orange tree. When the rain comes the flowers will get dirty[2]. The apples are going to fall. The sky is blue[2].

(Patsy)

* * * * * * * * * * * *

Charlie is cognizant of motion and of number. He is aware, too, of the polar opposites "fast" and "slow."

A train is stopping then it is going and the man say "hi" to us then two trains come then three trains come. Then we get in to see the train then the train going fast. Then one train go slow that all. Then we go to the park to eat popcorn.
(Charlie)

* * * * * * * * * * * *

Rosa is groping for order in language. Her use of "mens" indicates her realization of plurality. However, Rosa is not consistent in striving for the plural form, and she has yet to acquire mastery in that area. Rosa recalls many details but she does not order them either sequentially or in terms of classes of experience.

1
It <u>was a long train</u> and the sun was shining and we ate some popcorn in the park. We saw some mens and girls in the train we some men putting sandwich in the machine. We saw some ice cream and milk in the machines and some soup and candy. We saw some people sitting down. When we got there we saw a lot of cars and we saw some twins. That's all. We went inside the train to see it and two men were getting us up. Then we went to get water.
(Rosa)

* * * * * * * * * * * *

These events, itemized in good sentence form by Georgie, are somehow related, but Georgie apparently lacks the language for relating event to event. Therefore, we are left in doubt as to what happened and how and why. However, Georgie does us adjectives of color in the pre-noun position.

The blue truck had a flat. The green box fell off. The trailer went down the hill. It followed the truck. It was crashing.

(Georgie)

* * * * * * * * * * * *

Connie's two complete sentences (predication type 4) reveal her awareness of the polar opposites "over" and "under." Her narration may well be her effort to tell someone about this awareness.

We went under the tunnel. The train went over the tunnel.

(Connie)

* * * * * * * * * * * *

Danny's sentence includes a basic predication type 5, expanded with the use of a descriptive adjective in the subject and a noun adjunct in the predicate.

The little tractor is pulling the luggage cart.

(Danny)

* * * * * * * * * * * *

SPRING STORIES:

This book of illustrated stories is titled Our Trip to Saguaro National Monument. Retrieval of experience with past tense forms and appropriate adverbs would be expected. One would assume that on such a trip the children would deepen sensory awareness and express it with colorful adjectival and adverbial forms or with statements of affect. One might expect labeling of flora and fauna and association of the familiar with newly-discovered nature forms. Labeling of specimens and their characteristics might be definitive as well as colorfully descriptive.

Sylvia's narration includes considerable play with the ideas of the polar opposites "up" and "down." Furthermore, Sylvia's use of "real" is the beginning of the use of language to intensify. There is a language control in Sylvia's statement of personal emotional reaction.

We went up the mountain (4) and we went up and down. We went up real high and we saw down (2) and it was real scary. Miss _____ stepped in a hole and a snake came out.

(Sylvia)

* * * * * * * * * * * *

Arturo's use of the adjective in a position before the noun is, indeed, rare. He plays with the polar opposites "big" and "little."

We saw a big cactus. We saw a little (E-A) cactus. The sky was blue. There were pretty white clouds.

(Arturo)

* * * * * * * * * * * *

Rosa uses one of the few adjective clauses used in any of the stories by this group.

We went to the mountain and we saw some roads and some tree that have honey.

(Rosa)

* * * * * * * * * * * *

Rudy's story uses two of the basic predication types easily. However, Rudy obviously lacks connective language whereby he could have organized his itemization of events. Rudy will have grown language-wise when he can say, "I saw a rabbit that ran in front of the bus," or "I saw a rabbit running in front of the bus."

We went for a trip. We saw stickers.
We saw a rabbit and he ran in front of the bus.

(Rudy)

* * * * * * * * * * * *

Each sentence is a good example of a different predication type. Is George enjoying play with figurative speech in talking about a happy sun, or is this indicative of an animistic view of nature?

The bus is going down and up. The sun is happy. We saw a rabbit.

(George)

* * * * * * * * * * * *

Betty contradicts herself within one short story saying she liked a trip that was "too far," but her story does express emotional reactions and she is using the itensifier "too." Such intensification is very rare in these stories. Also, she is equating "long" and "far," which shows she is explaining the idea of distance to herself.

The trip was too long. It was too far. I liked the hills. It was fun. We go up and down. The sun was shining. We liked the bus trip. We came for Mrs. _____.

(Betty)

* * * * * * * * * * * *

Comments about Class C

- Some autumn stories were very fluent but outside the constraints of the situation.

- The autumn stories were retrievals of experience and the past tense was used effectively. However, adverbial expressions of time were infrequently used.

- All five predication types were used in the autumn stories.

- Adjectives in the autumn stories were infrequent, but interest in the polar opposites was demonstrated by the children.

- The range in ability to control language is very wide in this class from Charlie (page 24) with his telegraphic speech, to Connie (page 25) and Danny (page 25) who tell brief stories, but who use full sentences.

- Similarly, relevancy varies from Patsy's totally irrelevant story (page 23) to Charlie's (page 24) with its clear sense of motion.

- Much of the recall in the autumn stories is without organizational sequence.

- The spring stories were consistently relevant to the specific purpose of the dictation for this particular story book.

- Language of intensification such as "real" and "too" makes its occasional appearance.

- Play with polar opposites is very common.

- There was expression of positive affect in the spring stories.

- Adjectives in position both before nouns and after linking verbs are used often.

- Although all five predication types were not used in the spring stories, there may not have been demand for them in the particular situation.

- Unstated relationships obviously exist between some sentences in the stories.

- Adjectival and adverbial clauses will undoubtedly be used more frequently as these children benefit by continued teacher modeling and opportunity for the practice of language. Probably the children need to hear more use of conjunctions like "that," "which," "whose," "who," "while," "when," "after," "before," etc.

- With increased language facility the children will be able to describe their emotional reaction to a situation as well as to state what they saw.

CLASS D -- GRADE TWO

Class D is in a school in one of the more privileged neighborhoods in Tucson's poverty area.

AUTUMN STORIES:

This book of stories is titled Mrs. Everett's Uninvited Guest and consists of endings to the following open-ended story:

> Once upon a time Mrs. Everett's brother caught a snake.
> He put it in a sack.
> He put the sack under his bed.
> They went to town.
> When they came back the snake was gone.
> Where do you think it went?

Such an open-ended story could be expected to evoke imagination, projection of the mind into a remote situation, and retrieval of experience and knowledge about snakes in order to make associations and to speculate about the snake in the story. Adverbial forms to indicate place would be natural answers to the question, "Where do you think it went?"

Tony used three of five possible predications and he also used the form "could," a negation "n't," and a prepositional phrase. "But" as a conjunction indicates a finer semantic refinement than the word "and" would provide.

The snake got loose (2) from the sack. They couldn't find it (5). They looked everywhere (4), but it wasn't there (3).

(Tony)

* * * * * * * * * * * *

Cathy probably related in her own mind the many colors of the snake and the many colors of the flowers. However, she apparently lacks the relational language with which to express it.

The snake was under the table. It was different colors. They had flowers on the table.

(Cathy)

* * * * * * * * * * * *

Johnny uses three of five possible predications. His use of the pronoun is confused because the antecedents are not clear. Johnny will learn to use specific labels as he acquires more language control.

4 4 3 4 5 4
The snake went outside. He looked in the closet and he wasn't there. Then he looked outside and he saw him.
(Johnny)

* * * * * * * * * * * * * * *

Irene's use of "might," a tentative form, indicates Irene is weighing possibilities.

It might be in the closet. It might be in the dressing room.
(Irene)

* * * * * * * * * * * * * * *

Mercy uses two good basic predication types, yet one wonders about the sense of sentence 1, and one wonders how one sentence is relevant to the other.

3 4
The snake is in the sky. He climbed to the roof.
(Mercy)

* * * * * * * * * * * * * * *

Eddie uses two good sentences, but they are unrelated to each other. Despite this, Eddie uses an adverbial clause of purpose and a noun clause. "Different" is one of the few adjectives these children have used before the noun.

4 5 5
He's hiding from her brother so he won't catch him again. Our Junior Teachers taught me how to make different airplanes.
(Eddie)

* * * * * * * * * * * * * * *

Eugene tentatively suggests an idea for the snake. The second sentence has a logical relationship to sentence one but Eugene does not verbalize the relationship.

He could go under the hat. He's climbing up the hat rack.

(Eugene)

* * * * * * * * * * * * * * * *

Joey's departure from simple basic predication forms and his use of infinitive, clause, and prepositional phrase demonstrate very good control of language.

He's trying to go back where he lives inside the hole.

(Joey)

* * * * * * * * * * * * * * * *

Joe had acquired considerable mastery when he could choose to use such a participle as "curled" rather than to make another separate statement about the snake.

Mrs. Everett found the snake curled up inside the fireplace.

(Joe)

* * * * * * * * * * * * * * * *

SPRING STORIES:

These illustrated stories are under the title Our Picnic in Randolph Park.

The title demands a retrieval of experience with the use of past tense and appropriate adverbs. Furthermore, the numbers of experiences in the park probably exceed the demand for a contribution to a class story book. Consequently, the child is forced to recall and weigh experiences to choose one for a story focus. A variety in story content can be expected.

Gilbert uses two basic predication types well. However, these simple sentences are related and could have been nicely incorporated into complex forms. Though such complex forms are not commonly used, Gilbert does, on two occasions, use adjectives in a pre-noun position. Such adjective use is uncommon in this group of children. In fact, he describes the frog in four ways with such adjectives.

Michael found a frog. He saw a bug.
He caught it. He was a big green frog,
I picked it up. I touched its head.
It was a big, old, fat frog.
(Gilbert)

* * * * * * * * * * * *

Joey did not use any adjective in the position before the nouns as Gilbert did.

We saw a frog. It was big and green.
It kept on jumping. We touched him and
picked him up. We left him in the park.
(Joey)

* * * * * * * * * * * *

Michael's sentences are all complete and acceptable basic types. Each sentence adds new knowledge or more information about the frog, and so there is a relatedness of items. However, sequence is confused and the causal relationship between scared girls and a frog jumping goes unstated, probably because Michael has not yet acquired control of the adverbial clause.

I found a frog. It was a bull frog.
It had four eyes. It scared the girls.
It jumped. Everybody passed it and I found it.

(Michael)

* * * \

Nicky shows no control over sequence as evidenced by an itemization of unrelated events. Note his confusion in the use of prepositions.

I fall in the slide. We had fun. A duck went in the street. A truck was coming and almost killed the duck. We went to the zoo. We saw some alligators. We saw a bird with a bunch of feathers. A bluebird was up on the roof and then it almost fell in our hands. We yelled.
(Nicky)

* * * * * * * * * * * *

"Looked like" is a way to discriminate and to classify.

We saw the alligators. They looked like lizards. They were swimming in the water. They like it. There was an owl in a tree.
(Anonymous)

* * * * * * * * * * * *

Eugene used the "there was" existence-assertion as well as three of five possible predications. An adjective clause and a participial phrase add to differentiation of meaning as well as two noun adjuncts "female" and "baby."

That's a female lion (1) in the zoo. She had a baby lion (5). There was a hawk (E-A), and there was a raven (E-A) that talked. There was a man (E-A) milking a goat.
(Eugene)

* * * * * * * * * * * *

Cathy's statement of liking is unusual for this group of children.

We went to the park for a picnic. Miss _____'s and Miss _____'s room went. We played on the swings. I liked the playground the best. I like the slide.
(Cathy)

* * * * * * * * * * * *

Comments about Class D

- The autumn stories did not reveal persistence of telegraphic speech.

- All autumn stories were relevant to the situation.

- Verb forms include past-tense, present progressive tense, future tense, and modals to indicate possibility and tentative.

- Adverbials (adverb, phrase, or clause) of place are used in every story.

- The context of the stories is in sequential order but connectives to state the order are not used.

- Only Cathy (page 30) and Joe (page 32) offer any description of the snake, but neither use descriptive adjectives. However, by using the participle "curled," Joe displays considerable language control.

- The spring stories contained considerable descriptive language, including even some figurative language and the expression "looked like."

- Organization within the story revealing sequence and relatedness varies from Nicky's story (page 35) with its fluency in listing unrelated observations to Peter's excellent organization (page 34).

- Expression of involvement and of affect appears fairly frequently in this group of stories.

- With increased fluency and with the teachers offering modeling and corrective feedback, these children should progress to tighter organization of ideas using more and more ways to express relatedness.

- With growth and maturity the children can be expected to be more curious about changes, to seek causes for changes, to ask questions, to associate the present with the past and the future, and to use a wider tense variety.

- Statement of affect should become more common as the children feel more safe in the school environment.

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